



R D Schroder Middle

7224 Highway 162
Hollywood, SC 29449

| | | |
|-----------------------|-------------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 216 Students | |
| Principal | Sherry Biss | 843-889-2391 |
| Superintendent | Dr. Nancy J. McGinley | 843-937-6319 |
| Board Chair | Mrs. Toya Hampton Green | 843-723-7831 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | At-Risk | At-Risk |
| 2008 | At-Risk | At-Risk |
| 2007 | At-Risk | At-Risk |
| 2006 | At-Risk | At-Risk |
| 2005 | At-Risk | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

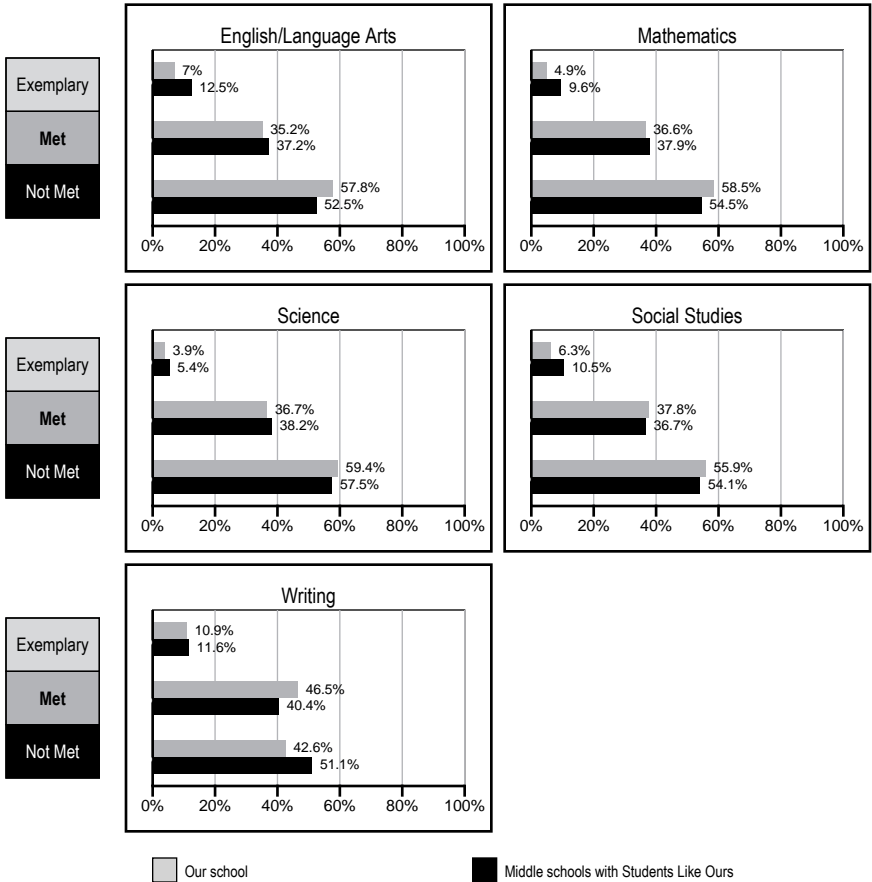
96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 3 | 29 | 22 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 72.0% | 84.5% |
| English 1 | N/A | 83.1% |
| Physical Science | N/A | 28.1% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 72.0% | 83.2% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=216) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 16.7% | Down from 19.8% | 16.4% | 21.6% |
| Retention rate | 1.4% | Down from 9.9% | 2.3% | 1.2% |
| Attendance rate | 95.5% | Down from 96.4% | 95.6% | 95.9% |
| Eligible for gifted and talented | 0.0% | No Change | 3.7% | 14.8% |
| With disabilities other than speech | 11.7% | Up from 10.8% | 14.3% | 12.6% |
| Older than usual for grade | 3.7% | Down from 11.9% | 5.0% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 26.4% | Up from 23.5% | 0.3% | 0.6% |
| Annual dropout rate | 0.5% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=25) | | | | |
| Teachers with advanced degrees | 52.0% | Down from 52.2% | 54.5% | 56.9% |
| Continuing contract teachers | 44.0% | Up from 43.5% | 61.5% | 72.7% |
| Teachers with emergency or provisional certificates | 22.2% | Up from 16.7% | 15.4% | 5.3% |
| Teachers returning from previous year | 60.2% | Down from 61.2% | 76.0% | 82.9% |
| Teacher attendance rate | 91.4% | Down from 94.6% | 95.0% | 95.2% |
| Average teacher salary* | \$44,832 | Down 1.7% | \$44,597 | \$46,599 |
| Professional development days/teacher | 10.1 days | Down from 15.3 days | 10.8 days | 10.8 days |
| School | | | | |
| Principal's years at school | 0.5 | Down from 1.0 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 17.9 to 1 | Up from 15.9 to 1 | 16.2 to 1 | 20.1 to 1 |
| Prime instructional time | 86.4% | Down from 90.0% | 89.3% | 89.9% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 92.3% | Down from 98.0% | 95.6% | 97.8% |
| Character development program | Good | Up from Average | Excellent | Good |
| Dollars spent per pupil** | \$10,629 | Up 9.1% | \$10,246 | \$7,645 |
| Percent of expenditures for instruction** | 59.6% | Up from 55.9% | 60.5% | 63.4% |
| Percent of expenditures for teacher salaries** | 53.1% | Up from 48.7% | 54.8% | 57.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

R. D. Schroder Middle is a Title 1 school in rural Charleston County located in the town of Hollywood, South Carolina. The school has an enrollment of 212 students in grades six, seven and eight. The student population is predominantly African American. About 90% of the students qualify for free or reduced lunch.

The three goals of our school are to improve student achievement, instill values and virtue, and establish positive habits that will enable our students to live and thrive in a democratic society.

Our students' academic performance is measured using the Palmetto Assessment State Standards (PASS). Schroder received a rating of "at risk" on the 2008 School Report Card and did not achieve the State's Annual Yearly Progress performance goals for the sixth consecutive year.

There are several variables that negatively impact our students' achievement and account for their academic performance at Schroder Middle. These include:

1. About 30% of our students have difficulty phonologically coding new words.
2. 80% of our 6th graders arrive reading fluently at or below the fourth grade level.
3. A majority of our students are disadvantaged by their limited vocabulary.
4. A majority of our students do not comprehend the content in textbooks because they lack background knowledge in the domain they are reading.
5. The average amount of time our students spend reading independently out of school is less than 5 minutes per day. This minimal amount of time maintains their test score placement in the bottom quartile.

Currently, our school has implemented the following strategies to address the challenges listed above:

1. Provide professional development for all staff on middle school "best practices" in the teaching of reading, vocabulary, and writing.
2. Work with teachers to set high expectations.
3. Construct individual academic interventions through CORE team meetings.
4. Identify students who need support services in reading and schedule them into READ 180, Academy of Reading, Corrective Reading, and RIT Band tutoring sessions.
5. Hold individual report card conferences for students failing subjects.

To meet the performance goals set by the State of South Carolina in the No Child Left Behind Legislation, Schroder developed a Focused School Renewal Plan that includes the following achievement goals for reading, math, and science: "By April 1, 2009, 20% of Schroder's students in grades six, seven, and eight will increase one level on the reading, math, and science PACT Assessment as compared to the 2008 PACT results". The students at Schroder Middle successfully achieved the State's goals for reading and science.

Dr. Jay Lutz, Principal
Doc Matthews, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 22 | 0 | 0 |
| Percent satisfied with learning environment | 68.2% | N/R | N/R |
| Percent satisfied with social and physical environment | 81.8% | N/R | N/R |
| Percent satisfied with school-home relations | 27.3% | N/R | N/R |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.5% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 7.5% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 5.0% | 0.0% | No |
| Student attendance rate | 95.5% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students | 218 | 99.5 | 57.8 | 35.2 | 7 | 62.8 | 84.9 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 118 | 99.2 | 64.5 | 29.9 | 5.6 | 54.2 | 81.8 | 79.3 | N/A | N/A |
| Female | 100 | 100 | 50 | 41.3 | 8.7 | 72.8 | 88.1 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 12 | 100 | I/S | I/S | I/S | I/S | 95.8 | 89.5 | I/S | I/S |
| African American | 196 | 99.5 | 59.1 | 34.3 | 6.6 | 62.4 | 74.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 96.4 | 92.3 | I/S | I/S |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | 76.3 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 94 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 96.6 | 80 | 16 | 4 | 44 | 53.5 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 75.6 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 183 | 99.5 | 61.7 | 32.3 | 6 | 59.3 | 74.9 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 218 | 99.5 | 58.8 | 37.2 | 4 | 58.3 | 81 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 118 | 99.2 | 61.7 | 33.6 | 4.7 | 53.3 | 79.3 | 77 | N/A | N/A |
| Female | 100 | 100 | 55.4 | 41.3 | 3.3 | 64.1 | 82.8 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 12 | 100 | I/S | I/S | I/S | I/S | 94.6 | 87.2 | I/S | I/S |
| African American | 196 | 99.5 | 59.1 | 37 | 3.9 | 57.5 | 67.9 | 66.7 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 94.6 | 93 | I/S | I/S |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | 76.7 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 92 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 96.6 | N/AV | N/AV | N/AV | 32 | 46.9 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 77.1 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 183 | 99.5 | 60.5 | 37.1 | 2.4 | 55.1 | 69.2 | 70.2 | No | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 139 | 100 | 59.4 | 36.7 | 3.9 | 40.6 | 68.9 | 67.5 |
| Gender | | | | | | | | |
| Male | 75 | 100 | 61.8 | 33.8 | 4.4 | 38.2 | 68.2 | 67 |
| Female | 64 | 100 | 56.7 | 40 | 3.3 | 43.3 | 69.6 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 10 | I/S | I/S | I/S | I/S | I/S | 90.4 | 79.5 |
| African American | 121 | 100 | 61.4 | 35.1 | 3.5 | 38.6 | 48.1 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 87.2 | 84.3 |
| Hispanic | 8 | I/S | I/S | I/S | I/S | I/S | 58.6 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84.4 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 19 | 100 | 75 | 18.8 | 6.3 | 25 | 36.6 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 58.3 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 115 | 100 | 63.6 | 32.7 | 3.7 | 36.4 | 50.2 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 139 | 100 | 55.9 | 37.8 | 6.3 | 44.1 | 76.8 | 72.3 |
| Gender | | | | | | | | |
| Male | 74 | 100 | 59.4 | 34.8 | 5.8 | 40.6 | 75.3 | 71.5 |
| Female | 65 | 100 | 51.7 | 41.4 | 6.9 | 48.3 | 78.4 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 6 | I/S | I/S | I/S | I/S | I/S | 91.5 | 80.7 |
| African American | 128 | 100 | 55.1 | 39.8 | 5.1 | 44.9 | 62.7 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 89.5 | 88.5 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 71.4 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 90.9 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 14 | 100 | N/AV | N/AV | N/AV | 7.7 | 46.6 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 4 | I/S | I/S | I/S | I/S | I/S | 71.6 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 114 | 100 | 57.7 | 37.5 | 4.8 | 42.3 | 64 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 215 | 99.1 | 42.3 | 46.8 | 10.9 | 57.7 | 74.1 | 70.2 | 95.5 | 96 |
| Gender | | | | | | | | | | |
| Male | 116 | 99.1 | 50.5 | 42.1 | 7.5 | 49.5 | 67.8 | 63.2 | 94.7 | 95.9 |
| Female | 99 | 99 | 33 | 52.1 | 14.9 | 67 | 80.6 | 77.5 | 96.5 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 10 | I/S | I/S | I/S | I/S | I/S | 90.4 | 79.1 | 93 | 95.9 |
| African American | 195 | 99 | 42.1 | 46.4 | 11.5 | 57.9 | 59.2 | 57.6 | 95.7 | 96 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 89.9 | 86.2 | N/A | 97 |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | 61.1 | 62.6 | 94.9 | 96.3 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84 | 68.7 | N/A | 95.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 25 | 100 | N/AV | N/AV | N/AV | 29.2 | 29.6 | 26.1 | 93.6 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 54.7 | 97.2 | 97.4 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | 60.2 | 61.2 | 95 | 96.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 176 | 98.9 | 45.1 | 44.5 | 10.4 | 54.9 | 59.1 | 58.9 | 95.3 | 95.7 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 68 | 100 | 63.3 | 30 | 6.7 | 36.7 |
| | 7 | 60 | 100 | 46.4 | 42.9 | 10.7 | 53.6 |
| | 8 | 90 | 98.9 | 61.4 | 33.7 | 4.8 | 38.6 |
| Mathematics | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 68 | 100 | 58.3 | 36.7 | 5 | 41.7 |
| | 7 | 60 | 100 | 44.6 | 53.6 | 1.8 | 55.4 |
| | 8 | 90 | 98.9 | 68.7 | 26.5 | 4.8 | 31.3 |
| Science | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 33 | 100 | N/AV | N/AV | N/AV | 20.7 |
| | 7 | 60 | 100 | 44.6 | 50 | 5.4 | 55.4 |
| | 8 | 46 | 100 | 65.1 | 30.2 | 4.7 | 34.9 |
| Social Studies | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 35 | 100 | 48.4 | 48.4 | 3.2 | 51.6 |
| | 7 | 60 | 100 | 57.1 | 35.7 | 7.1 | 42.9 |
| | 8 | 44 | 100 | 60 | 32.5 | 7.5 | 40 |
| Writing | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 69 | 98.6 | 40.3 | 45.2 | 14.5 | 59.7 |
| | 7 | 59 | 100 | 32.1 | 57.1 | 10.7 | 67.9 |
| | 8 | 87 | 98.9 | 50.6 | 41 | 8.4 | 49.4 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample